

Cloze Comprehension Stories

Book 4 Yr 6–9

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Introduction

Cloze and Comprehension Stories uses two tools to evaluate the reader's comprehension of the text.

Using Reading Cloze HELP

1. Cloze Exercise

The first comprehension exercise is a cloze activity. Readers complete the story using the words given. Readers must use a number of reading strategies, such as context clues, syntactic and semantic skills and word recognition to put the correct word in the correct place so that the story makes sense. In some cases this may require a degree of trial and error.

2. Comprehension Questions

Once the reader has completed the story by putting the correct word in the spaces, get them to read it through. Silently and/or with a partner. Now they are ready to complete the comprehension questions.

The comprehension questions test understanding at several levels -

Literal – recall, recognising facts or responding to the text, eg what colour was the boat?

Inferential – inferring further information not stated, from the information that was stated, eg Do you think Emma was pleased to see me? What makes you think this?

Evaluative – making judgements based on the information.

Evaluative and inferential questions require the reader to think beyond the words – to read between the lines – picking up subtle clues that are not immediately obvious. Some questions have more than one possible answer. Be flexible. If the reader can substantiate their answer convincingly using the text, then they are correct.

How to use this book

1. Enlarge to an A3 chart or OHP and use as a cooperative task with a reading group.
2. Enlarge to an A3 chart and leave a group of children to work together.
3. Double-side for individual or pairs work.
4. Photocopy on to card and use as workcards with students completing the answers in their books.

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Other Comprehension Titles –

Cloze & Comprehension Stories – Bks 1-3

NZ Phonics –

End Consonant Sounds

Ending Blends

Initial Consonant Sounds – Bks 1-3

Initial Blends – Bks 1-3

Throwaway Plastics

Plastic has become very popular in our society. It is cheap, strong, light and useful, but there are _____ conservation concerns with it.

The first is disposal. Plastics are very _____, so they take up a lot of room in the landfills and many don't break down naturally for hundred of years. However, if plastics are burnt, harmful _____ are given off into the atmosphere.

Plastics can be recycled, but the used plastic products need to be broken down by a _____ machine. There are very few of these machines in New Zealand. The cost of transporting the used plastic to these machines is _____ and often uneconomic.

Another concern is that plastics present a danger to animals, in particular marine wildlife. Seabirds are _____ by the plastic six-pack tops; seals are choked and cut by plastic strapping; whales and turtles swallow plastic bags, because they resemble _____ and marine animals are endangered by nylon monofilament fishing nets.

Some companies which use plastic have changed their products to make them more environmentally _____.

A photodegradable plastic has been developed which breaks down naturally in sunlight.

However, this may not solve all the problems. People may be more _____ to litter knowing it will breakdown. Also, it is not known whether this plastic will break down if it is buried under a pile of other waste in a _____.

Photodegradable plastic breaks down into a fine powder, which can cause pollution.

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Photodegradable plastic breaks down into a fine powder, which can cause pollution.

bulky

chemicals

expensive

friendly

grinding

inclined

jellyfish

landfill

major

strangled

1. What are the main concerns about plastic discussed in the article?

2. What are the problems associated with recycling plastic? Think of some that are not stated in the article.

3. Photodegradable plastics -

- _____ are used in photography.
- _____ break down in a month.
- _____ need sunlight to break down.
- _____ are more environmentally friendly.
- _____ can be recycled more easily.

4. What single solution could prevent the danger to marine animals of some plastics?

The Moriori

Early in the history of New Zealand a _____ of people called Moriori, lived on the Chatham Islands, then known as Rekohu. The Moriori were _____ on the island, so the language and culture of the people developed differently to the tribes on the mainland.

History tells of a great _____ named Nunuku who interrupted a violent battle between his people and ordered everyone to stop fighting and lay down their weapons. He put a _____ on any warrior who went to war from that day forward. From then on the Moriori society on Rekohu was _____.

Unfortunately, after the accidental _____ of Rekohu in 1791 by Lieutenant Broughton, in his ship Chatham, the people were no longer isolated.

Soon after Broughton, the whalers and _____ came. They brought diseases such as measles and influenza with them. The Moriori had no resistance or immunity to these _____ and many died. The Europeans also killed the seals, which quickly became _____. Seals were the main source of food and clothing for the native islanders. The Moriori _____ fell from 2000 to 1600.

In 1835 a whaling ship with 900 _____ Taranaki Maori attacked the Moriori. As they were a peaceful tribe, the Moriori did not fight and they were killed or _____.

The last full-blooded Moriori, named Tommy Solomon, died in 1933.

armed

captured

chief

curse

discovery

diseases

group

isolated

peaceful

population

scarce

sealers

1. How did the Chatham Islands get their name?

2. How could Lieutenant Broughton have discovered Rekohu accidentally?

3. How did the Moriori become a peaceful tribe?

4. Give the main reasons for the decline in the Moriori population.

5. Use the article to give the meaning of -

isolated _____

resistance _____

Fungi

Fungi are part of the non-flowering group of _____. These plants do not produce flowers or seeds, but grow from _____ which are produced in spore heads or fruiting bodies.

We come across the main groups of fungi _____ in our everyday life. Blights, mildews and moulds are commonly seen in our gardens and _____. Mushrooms, toadstools and puffballs can be seen on our lawns or in paddocks and forests. Yeasts are not usually thought of as belonging to the fungi group as they are quite _____ in their structure to other members.



When a special type of fungi and _____ live symbiotically together, the plant is called a lichen. Both groups benefit from living in this way. Lichen are sometimes put in the fungi _____.

One of the most interesting things about fungi which makes it very different to other plants is that they have to grow and feed on ready-made organic _____, either living or dead plants and animals.



Fungi which get their nutrients from other _____ plants and animals are called parasites and can cause some degree of disease and harm, eg rust on _____ crops, ringworm on animals and athlete's foot on humans.

Many other fungi break down dead plant and animal material to obtain their food. Sometimes this is a _____, eg mould on fruit we want to eat, but generally this is a tremendous advantage to us, as it _____ down all the plant and material which would otherwise accumulate.

algae	different	frequently	grain
group	homes	living	material
nuisance	plants	rots	spores

1. How are the flowering plants different to the non-flowering?

2. Match the fungi type with where you may find it.

mildew	an orange
bracket fungi	bread making
lichen	shower curtain
mould	group of trees
yeast	fence post
toadstool	tree trunk

3. What is the main benefit of some types of fungi? Why is this so helpful?

4. What do you think 'symbiotically' means?

5. What is the difference between fungi and other plants?

Mixed Member Proportional

In 1993 a _____ of people voted in a referendum to change to a new system of electing Members of Parliament. New Zealand now elects its _____ under the MMP (Mixed Member Proportional) system.

Under the MMP _____, each voter has two votes -

- 1) A Party Vote - a vote for the political party a voter _____ wants to be represented by in parliament.
- 2) An Electorate Vote - a vote for the _____ the voter wants as the MP for their electorate. The candidate does not have to belong to the same party as the _____ chose in the Party Vote.

MP's can be _____ to parliament in three ways.

- 1) As Electorate MP's - 60 MP's are chosen by voters to _____ them in their electorate.
- 2) As List MP's - 55 MP's are chosen from party lists. Each party has a list of MP's separate from Electorate MP's, who are ranked in _____ of preference. The number, or proportion of MP's that will get into parliament from each party list depends on the party's _____ of all the party votes. There may be 20 candidates on the list, but only the first 5 may get into parliament. This is _____ the 'proportional allocation of seats'.
- 3) As Maori MP's - 5 MP's are chosen by voters on the _____ electoral roll, using their electorate votes.

called	candidate	elected	majority
Maori	most	order	parliament
represent	share	system	voter

1. On this sample voting paper, label the two types of votes a voter has.

GENERAL ELECTION	
<input type="radio"/> Alliance	<input type="radio"/> Albert
<input type="radio"/> Labour	<input type="radio"/> Ford
<input type="radio"/> National	<input type="radio"/> M ^c Donald
<input type="radio"/> New Zealand First	<input type="radio"/> Williams
	<input type="radio"/> Yaldhurst

2. How would you decide who to vote for in the electorate vote?

3. What are the 3 ways a person can get elected into parliament?

4. What is a referendum? Why or when do countries have them?

Generating Electricity

Falling water is very _____. Engineers build dams to keep back water which they can then _____ using the energy from the flowing water to generate electricity. The lake which is _____ is called a reservoir.

From the reservoir, the water falls down _____ inclined pipes which can be opened and closed to the shafts which feed the water into turbines. A turbine is a type of water _____. It has many blades which are spun around rapidly by the force of the _____ of the water. The turbines spin at high speed, turning an electromagnet inside a _____ of wire. An electric current is generated from this movement, which is why the machine is called a generator.

Hydro electric power systems use water power to work the turbines, but in some other power stations fossil _____, such as coal, gas or oil, are burned to turn water into steam. The steam is then forced past the _____ of the turbine. Nuclear power stations also use steam to turn the turbines.

The electricity produced by any of these generation methods is changed to the correct _____ by a transformer and sent along the powerlines. The powerlines carry the electricity to homes, factories offices and hospitals to be used for heat, _____ and to work machines.

Hydro electric power systems generate about a quarter of the world's electricity. Water is a renewable _____ of energy, unlike fossil fuels.

blades

coil

formed

fuels

light

movement

powerful

release

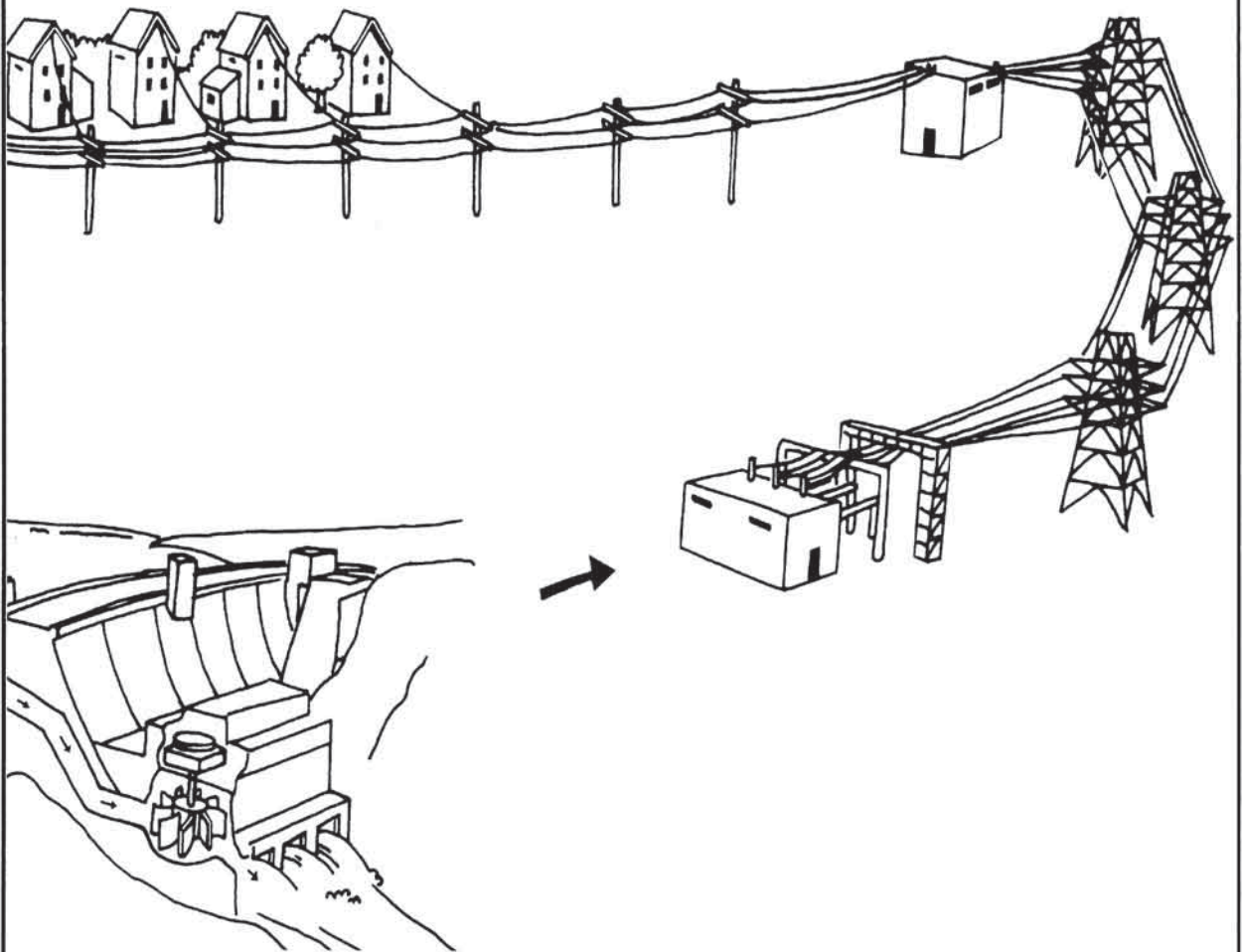
source

steeply

voltage

wheel

1. Using the information in the article, put as many labels as you can on the diagram below -



2. How is water a renewable resource?

The Aboriginal Way

For the Australian Aborigine the land is the source of _____ and meaning. The earth is the mother of all things. Their view of the _____ stems from the belief of how the world was made —

Long ago the land was dark, flat, cold and _____. There was no sun. Nothing lived. The Ancestors came up from sleeping under the earth. When they saw that there was no light they _____ the sun.

The Ancestors walked over the earth singing, shaping the _____ land into mountains, hills and plains and making people, animals and plants. They entrusted the care of the land and all the _____ things on it to the humans. When the Ancestors were tired they went back into the _____. Aborigines are the descendants of the Ancestors.

Where they went back under the earth are important _____ sites to the Aborigines today. They are linked by the pathways the Ancestors took on their _____ and the places they stopped. These _____ are called the Dreaming Tracks and the time when the Ancestors were on the earth is called the Dreamtime.

The Aborigines believe the spirits of the Ancestors live in the earth and the sky and _____ the plants and animals, so their spirits are always present in the land and the people. The Ancestors gave the people 'The Laws Of Tjukurpa'. They talk about how to live _____ and how to live from the land without harming it.

barren	created	flat	ground
inhabit	journeys	land	life
living	pathways	religious	together

1. Dreaming Tracks are -

2. The Dreamtime is -

3. How did the Ancestors try to ensure that the humans looked after the land?

4. The Ancestors came up from under the earth.

True

False

Were not told

The Ancestors remained, walking around the word.

True

False

Were not told

The land is very important to the Aboriginal people.

True

False

Were not told

5. What are your thoughts on the Aborigine way of viewing the land?

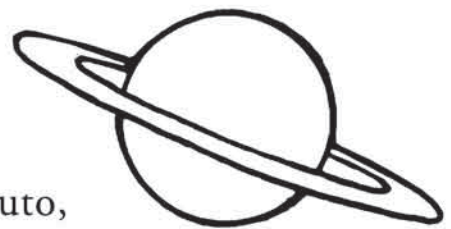
Our Place In Space

The word galaxy is used to describe an _____ system of dust, gases and stars in space. Our solar system is part of a _____ called the Milky Way. The sun is an ordinary star which lies about 30 000 _____ years from the centre of the galaxy. The universe contains _____ of galaxies of different shapes and sizes, the Milky Way is merely one of these.

A stellar system is the rotation, or orbit, of planets _____ a star. The _____ the Earth orbits is called 'the sun'. The word 'solar' means anything to do with the sun. Therefore, we call our stellar system, the 'solar system'. Our solar system is made up of nine _____ and their moons.

The sun is the _____ of our solar system. It is a huge ball of very hot gases — up to 15 million degrees centigrade. Although the sun is 150 million kilometres away, it gives off _____ we receive as heat and light.

The four planets which are the _____ to the sun — Mercury, Venus, Earth and Mars — are made up of mostly iron and rock. The next four — Jupiter, Saturn, Uranus and Neptune — consist of _____ of gas. The ninth planet in the solar system is Pluto, which is a small, _____ gas ball.



around	balls	billions	centre
closest	energy	entire	frozen
galaxy	light	planets	star

1. What does 'solar' mean?

2. Why is our stellar system called the 'solar system'?

3. Complete this passage -

*Our solar system is part of a _____ called
 _____ which is part of the
 _____ which contains billions of
 _____.*

4. What star does the Earth orbit?

5. Match the item with its description -

galaxy

matter which orbits a star

sun

dust, gases and stars

planet

frozen gas ball

Pluto

satellite of any planet

moon

ball of hot gases

Metals

People began using metals about 10 000 years ago. Copper, _____ and silver were the first metals to be used as they were found 'native', in metal form in the ground. Most other metals react chemically and _____ too easily to be found native in rock. They are found, instead, combined with other elements as _____.

When we extract metals from minerals, we call them 'ores'. Mineral ores are taken from the _____ by opencast mining if they are near the _____, (eg iron ores, bauxite or aluminium ore), or underground mining if they are in deposits in rocks underground.

Most metals are not used in our everyday world in their _____ form, as they are generally too weak and soft, eg the metal sodium is so soft that it can be cut with a _____ and mercury is a liquid at room temperature.

Properties of metals can be _____ by adding other metals or non-metals to them. They are then called 'alloys'. The _____ may improve the strength of the metal or the chemical properties. For example, nickel and chromium are added to steel to _____ it rusting. By _____ certain amounts of different metals and non-metals, an alloy can be made which has _____ properties for a particular task.

change

gold

ground

knife

ideal

improved

minerals

mixing

mixture

prevent

pure

surface

1. What is the difference between a metal which is found 'native' and those that are known as 'ores'.

2. Why are the different methods of mining used?

3. Alloys are -

4. Why are alloys used?

5. Match the words with their meaning -

extract

joined

properties

take out

combined

attributes

Egyptian Funerals

In Egyptian culture it was generally _____ that everyone went to an after-life after death. The spirit of the dead person had to cross the River of the Dead to _____ the Next World. A special ceremony was held to help this happen, but before this could happen, the body had to be _____.

The body of a _____ person was taken to an embalmer's workshop. The body, with only the heart left inside, was treated with special oils, spices and perfumes. To _____ it, it was covered in natron — a salt and soda mixture which dried the body out.

After seventy days the body was wrapped in layers of linen bandages. Amulets, bound in by the linen _____, protected the person on their journey to the Next World. The linen was coated with oil and resin and a mask, made of compressed _____ and painted and decorated to look like the dead person, was placed over the head of the mummy. Finally the body was placed in a _____ or plaster coffin. The mummified body of a very important person was put in a _____ decorated sarcophagus, or mummy case.

Objects that the dead person would need in the after-life were placed _____ the body. The Ancient Egyptians believed the gates to the Next World were _____ by fierce serpents, so the wealthy were buried with their own Book of the Dead. It contained a _____ and various spells which would enable them to get through the gates.

bandages

believed

beside

enter

guarded

highly

map

paper

prepared

preserve

wealthy

wooden

1. List six steps in the preparation of the body for burial.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

2. What things were done to help the dead person enter the Next World.

3. Match the words with their meaning -

embalming

salt and soda mixture

natron

afterlife

sarcophagus

treatment with oils,
spices and perfumes

Next World

mummy case

Plate Movement

The Earth's crust is _____ into six large and several smaller, rigid plates. Under the plates is the molten _____ of the Earth. The jigsaw-like plates fit together around it and are continually moving and _____ shape. All the major structural features of the Earth's surface and almost all seismic and volcanic activity can be attributed to plate _____.

Plate movements are usually very slow — at about the same _____ as it takes our fingernails to grow, but sometimes a plate moves quickly for a few seconds. The edges of the plates are called plate margins or boundaries and there are three types.

Where the boundaries are moving _____ from each other molten rock rises to fill the gap. This creates valleys, trenches or underwater volcanoes.

A second type of boundary is where the plates pass each other as they move in _____ directions. The edges of the plates are not smooth, but jagged. The plates sometimes become _____ together and, when enough pressure is exerted, they pull apart — often violently — we feel it as an _____. The edges of the plates are called fault lines and the areas along these are more _____ to have earthquakes.

Plate boundaries also move together and collide, causing one plate to be pushed _____ underneath the other or forcing the plates upwards, forming mountains. Earthquake _____ can occur as the plates push or rub together.

away	centre	changing	divided
down	earthquake	likely	locked
movements	opposite	rate	shocks

1. Complete the sentence using the article -

Plate movements contribute to the major

_____ *features of the*

_____ *surface and almost all*

_____ *and volcanic activity.*

2. Describe the three main types of plate boundaries.

3. Which plate boundary types cause earthquakes?

4. What major structural features of the Earth do plate movements create?

5. Use the article to explain the meaning of -

continually _____

exerted _____

Food Chains

The plants and animals living together in a _____ are linked by their feeding relationship.

Green _____ are the primary producers. They use the sun's energy to _____ food. They are the first link in the food chain. The energy stored in plants as food, is then passed _____ the food chain.

The next link in the _____ chain is the primary consumers — animals which eat plants (herbivores). They utilise the energy _____ and stored in plants. Some energy is _____ to the herbivores.

The third _____ in the food chain is the secondary consumers — animals which eat herbivores (carnivores). They utilise the energy trapped and _____ by the herbivores. Again, some _____ is transferred to the carnivores.

The final step in the food chain is the decomposers — fungi and bacteria which _____ down plant and animal matter into minerals and humus in the soil. Decomposers get their energy for life by breaking down the living or non-living material into a simpler substance, which is then

_____.

absorbed	along	break	community
energy	food	link	plants
produce	stored	transferred	trapped

1. Why are green plants the beginning of the food chain?

2. Explain how a food chain works.

4. Give an example of a food chain.

5. There is another level which can be added to the food chain. It is called the tertiary consumers. Based on the information in the article, what do you think the tertiary consumers would be?

Goldmining In New Zealand

There are two types of gold — alluvial gold, which occurs as _____ in gravel and sand _____ by rivers and hard rock gold, which is found in quartz veins generally underground.

In 1852 the _____ proven gold discovery in New Zealand was at Coromandel. It was alluvial gold and was only found in small _____. However, in the following years alluvial gold in _____ quantities was found in the South Island.

In 1857 there was a _____ at Collingwood, Nelson. In 1861 gold was found at Gabriel's Gully, Otago and in 1864 along the West Coast of the South Island. These discoveries led to a gold rush with prospectors arriving from all over the _____. The population of these areas increased _____, causing many problems. Some made their fortunes, but many _____ or left the gold fields poor and sick.

Early prospectors used gold pans and simple sluicing equipment to find the alluvial gold. Eventually machines became a more _____ way of extracting gold. In 1881 the first steam _____ dredge was launched at Alexandra on the Clutha River. These dredges were used in Otago and along the West Coast of the South Island.

During this time the hard _____ miners arrived and worked the underground quartz vein deposits.

The Coromandel and West Coast areas were particularly popular. The extracted rock was broken up by _____ plants powered by water wheels, which were set up by rivers. The finely ground rock was then chemically _____ to extract the gold.

Early New Zealand gold miners were primarily concerned with simply making as much _____ as possible from the mining. The workers in the _____ scale operations usually worked under very difficult and dangerous conditions. The health and _____ of workers was not a consideration and the effects of the mining on the _____ were not thought about at all. Waste rock and tailings were just left lying _____ up beside the river banks.

The safety of mine workers was the first thing to _____ in the mining industry, as the industry grew and more people were _____. In 1898 safety regulations were imposed because of the appalling _____ rate on gold dredges in the South Island. This led to the first workers' compensation scheme for accidents in 1909.

Although _____ is still important for gold and other mining industries, people employed in the industry are also concerned with achieving success and _____ standards in environmental management and in health and safety.

accident	change	crushing	deposits
died	discovery	efficient	employed
environment	first	grains	greater
heaped	high	large	money
powered	profit	quantities	rapidly
rock	safety	treated	world

1. Name and describe the two types of gold -

2. What problems do you think the rapid increase in population near the gold fields caused?

3. Explain the impact machinery had on gold mining.

4. What health and safety issues would there have been associated with underground mining in the early days?

5. What caused the rethink on mine workers' safety?

6. Use the article and your dictionary to give meanings for these words -

prospectors _____

extracted _____

sluicing _____

imposed _____

compensation _____

7. Research a gold mining operation. Explain how the health and safety of mine workers and environmental issues have been addressed.

World War I Work

Before World War I (1914-1918), women before they were married, could be _____ in domestic service or in a limited number of 'women's industries', like tailoring, leather work and footwear. However, after _____, they cared for their children and husbands at home. World War I brought, for many women, the experience of working in new types of jobs.

At the beginning of the war the _____ in which women were already involved offered more jobs, because there was a demand for _____ for the soldiers. Then in 1915 women were asked to register for _____ work. Thousands of women took up this offer. There was no _____ plan for women to take over the men's jobs while they were away fighting, it just happened. In many cases women took over from their _____, brothers or fathers. By mid-1915 women were doing many different jobs. They became bank and post office clerks, ticket collectors, window _____ and railway porters. Garage attendants were called 'petrol nymphs' and road sweepers 'street housemaids'.

Munitions and _____ factories were opposed to using women as workers, as it was believed that women were incapable of doing complicated or physically demanding jobs. However, after conscription was introduced in 1916 and more _____ went to war, there was a real need for women to work in these areas. However, the 'munitionettes' as they were called, were treated as _____ to the men, earned lower wages and worked long hours.

The women originally involved in the Volunteer Aid Detachments (or VADS) came from rich _____, as they were not paid. As the war progressed more nurses were desperately needed, so to encourage more _____ the War Office decided to pay the VADS.

As women began to prove that they were _____ of doing men's work, they were used more and more. The Women's Army Auxiliary Corps (WAAC) was set up in 1917. The WAACs were used to do office work, cooking, mechanical work and other miscellaneous war work, freeing more men for _____. The Women's Royal Naval Service (WRNS) and the Women's Royal Auxiliary Air Force (WRAAF) formed soon after the WAAC.

In 1917 the Women's Land Army was also formed. This organisation was _____ and was designed to help farms whose male workers had gone to war. They also tried to increase the country's _____ of food supplies. This was especially necessary after food _____ was introduced. About 113 000 women were working on the land by 1918.

During World War I women tasted a new _____, comradeship and freedom war work offered them even though it was hard and, at times, not particularly pleasant work.

Women felt that the _____ of 'a woman's place being in the home' would certainly change.

backgrounds	capable	cleaners	employed
engineering	fighting	government	husbands
independence	industries	inferiors	marriage
men	nationwide	production	rationing
recruits	uniforms	view	war

1. Were women keen to take on the new jobs? Provide proof for your answer.

2. "Garage attendants were called 'petrol nymphs', road sweepers 'street housemaids' and women working in munitions 'munitionettes'." Comment on the reasons for this.

3. Give two reasons why women were finally allowed to work in munitions and engineering factories -

a)

b)

4. Why do you think men were surprised at how well women did the jobs?

5. Why was food rationing introduced in New Zealand?

6. Explain how the war work gave women - independence _____

comradeship _____

freedom _____

7. Did the view of 'a woman's place being in the home' change? Why/Why not?

8. What is -

a munitions factory _____

rationing _____

conscription _____

Answers

Throwaway Plastics

Major, bulky, chemicals, grinding, expensive, strangled, jellyfish, friendly, inclined, landfill.

1. Disposal, danger to animals.
2. Expense of machinery and transportation of used plastic products; collection of used plastic products; making people aware of separating plastic products and the importance of recycling; the variety of plastic types - not all are suitable for recycling.
3. Need sunlight to breakdown; are more environmentally friendly (although does still have some pollution concerns).
4. People not throwing used plastic products into the sea - it's a people-problem in this case, not a plastics-problem.

Moriori

Group, isolated, chief, curse, peaceful, discovery, sealers, diseases, scarce, population, armed, captured.

1. It was named after Lieutenant Broughton's ship.
2. Blown off course; many lands were uncharted, so may not have been aware it was there.
3. During a violent battle, Nunuku a great chief, put a curse on any warrior who went to war again.
4. Disease, scarcity of food, war.
5. Isolated - remote, away from others; resistance - the body's resistance to disease.

Fungi

Plants, spores, frequently, homes, different, algae, group, material, living, grain, nuisance, rots.

1. They have flowers and produce seeds.
2. Mildew - shower curtain; bracket fungi - tree trunk; lichen - fence post; mould - an orange; yeast - bread making; toadstool - group of trees.
3. They breakdown and dispose of dead animal and plant material. If this didn't happen, these would accumulate.
4. Benefit from living together.

Mixed Member Proportional

Majority, parliament, system, most, candidate, voter, elected, represent, order, share, called, Maori.

1. National, Labour, Alliance and New Zealand First - Party Vote; Albert, Ford, McDonald, Williams, Yaldhurst - Electoral Vote.
2. If they will represent you and your region well, past track record, whether they are a good speaker, support a particular issue you agree with, etc.
3. Electorate MP, List MP, Maori MP.
4. Referendum is a vote open to all voters of a country or state to make a decision on an important political question.

Generating Electricity

Powerful, release, formed, steeply, wheel, movement, coil, fuels, blades, voltage, light, source

1. Should be able to mark reservoir, dam, turbines, generator, transformer, power line, coal, oil, steam.
2. Because water is a renewable resource.

The Aboriginal Way

Life, land, barren, created, flat, living, ground, religious, journeys, pathways, inhabit, together.

1. The pathways the ancestors took on their journeys.
2. The time when the Ancestors were on the Earth.
3. i) they entrusted the care of the land and all living things to humans.
ii) the Ancestors' spirits are always present in the earth, sky, plants and animals.
iii) they gave humans laws about how to live together and how to live from the land without harming it.
4. True, False, True.
5. Answers will vary.

Our Place In Space

Entire, galaxy, light, billions, around, star, planets, centre, energy, closest, balls, frozen.

1. Anything to do with the sun.

Answers

2. Because the star the Earth orbits is called the sun.
3. Galaxy, Milky Way, universe, galaxies.
4. The sun.
5. Galaxy - dust, gases and stars; sun - ball of hot gases; planet - matter which orbits a star; Pluto - frozen gas ball; moon - satellite of a planet.

Metals

Gold, change, minerals, ground, surface, pure, knife, improved, mixture, prevent, mixing, ideal.

1. Native metals are found in their final form in the ground. Ores react chemically and change too easily to be found this way. They need to be extracted from the minerals they are found combined with.
2. Because of the different depths ores are found at.
3. Alloys are mixtures of metals and non-metals.
4. To improve the strength or the chemical properties of the original metal.
5. Extract - take out; properties - attributes; combined - joined.

Ancient Egyptian Funerals

Believed, enter, prepared, wealthy, preserve, bandages, paper, wooden, highly, beside, guarded, map.

1. a) Body embalmed with special oils, spices and perfumes.
b) Preserved with natron.
c) Wrapped in layers of linen bandages.
d) Coated with oil and resin.
e) A painted and decorated mask was placed over the head of the mummy.
f) Put in a sarcophagus/coffin.
2. Amulets were bound in by the linen bandages. Objects the dead person would need in the afterlife were buried with them. A Book of the Dead with a map and spells to guide them through the gates.
3. Embalming - treatment with oils, spices and perfumes; natron - salt and soda mixture; sarcophagus - mummy case; Next World - after-life.

Plate Movement

Divided, centre, changing, movements, rate, away, opposite, locked, earthquake, likely, down, shocks.

1. All, structural, Earth's, seismic.
2. Plate boundaries moving away from each other; Plate boundaries moving past each other in opposite directions; Plate boundaries which move together and collide. Either one plate is pushed under the other, or the plates are forced upward.
3. Where plates move in opposite directions or move together.
4. Volcanoes, mountains, trenches, valleys, atolls.
5. Continually - all the time; exerted - used force or effort.

Food Chains

Community, plants, produce, along, food, trapped, transferred, link, stored, energy, break, absorbed.

1. Because green plants utilise the sun's energy to produce food. They contain stored energy, which can then be passed on.
2. Trapped energy found in plants is utilised by the herbivores which eat it, some of that energy is stored within the tissues of the herbivore so when they are eaten by a carnivore, that energy is released and so on.
4. Answers will vary.
5. Tertiary consumers are those which eat the secondary consumers - carnivore-eating carnivore.

Goldmining In New Zealand

Grains, deposits, first, quantities, greater, discovery, world, rapidly, died, efficient, powered, rock, crushing, treated, money, large, safety, environment, heaped, change, employed, accident, profit, high.

1. Alluvial - grains in gravel and sand deposits; hard rock - quartz veins generally found underground.
2. Demand on inadequate resources, eg water, food, housing, sanitary requirements, etc causing crowding,

Answers

- poverty and hygiene problems. Large numbers of people, predominantly men, living at close quarters caused law and order issues. If gold was found it was guarded uncompromisingly. This led to violent exchanges. Theft was a problem. Sometimes after a large find, the money would be spent on drink, which caused problems.
3. Machinery meant more could be done faster and in large quantities. Underground mining of hard rock gold was achievable. The mines could be bigger and employ more people. This, in turn, impacted on the health and safety of workers and the environment.
 4. Answers will vary.
 5. The appalling accident rate on gold dredges in the South Island.
 6. Prospectors - searchers for gold; extracted - taken out; sluicing - rinsing or washing out; imposed - enforced; compensation - money, etc given as recompense.
 7. Answers will vary.
 5. Because food was sent overseas to feed the troops and the people in countries where the affect of the war meant farming, etc was difficult.
 6. Answers will vary.
 7. No, not really. When the men came back from war, their expectation was that things would return to the way they had been. The expectation was that women would go back to being at home and generally, this was what happened. However, it was the beginning of change.
 8. Munitions - factories which made ammunition; conscription - summons for compulsory State service (usually military); rationing - fixed daily allowance of food, etc.

World War I Work

Employed, marriage, industries, uniforms, war, government, husbands, cleaners, engineering, men, inferiors, backgrounds, recruits, capable, fighting, nationwide, production, rationing, independence, view.

1. Yes - thousands of women took up this offer.
2. Because people found it hard to get used to the idea of women doing these jobs, which had been men's jobs. The names feminised them.
3. a) More men went to war due to conscription.
b) More munitions were required for the war.
4. Because they had never thought of them doing this. They had had no experience of women doing anything like this. The generally held view was that women were inferior physically and intellectually, that women were 'made' to have and look after babies.